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ABSTRACT

A task force was created in Iowa to develop state standards for vocational education programs. From the task force, a standards committee with four objectives was created. These objectives were (1) to collect and study existing standards, (2) to ascertain changes and/or additions needed to assure quality programs for students of vocational education in Iowa, (3) to prepare a document that specifies the standards for quality vocational education programs in the state, and (4) to make recommendations for implementation of the standards. This report contains the standards developed by the committee. Standards are included for each of the following 10 topics: program offerings, evaluation, instructor load, funding and finance, advisory councils and advisory committees, staff, vocational student organizations, facilities and equipment, written programs of instruction and courses of study, and staff development. Indicators of meeting the standard are given for each one. Appendixes to the report include the mission statement of the standards committee, a glossary of terms used in the standards, and some examples of standards. (KC)

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Report of the Committee
on

Standards for Developing Quality Vocational Education Programs

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INTRODUCTION

The Committee on Standards for Quality Vocational Education Programs was appointed by Robert D. Benton, State Superintendent of Public Instruction, in January 1983. This Committee was one of three state wide committees appointed to implement recommendations of the Task Force on Vocational Education which completed its final report in 1979.

The overall goal of the Task Force was:

> Every student of secondary school age in Iowa will have the opportunity to be prepared with employability skills which will enable the student to experience successful entry and advancement in the world of work.

The Task Force recognized that the vocational programs in Iowa must be of the highest quality if the overall goal is to be attained. Thus, "Standards for excellence in vocational offerings will be developed and enforced" was included as a supporting goal of the group.

The Committee on Standards for Quality Vocational Education Programs was guided in its work by all of the recommendations by the Task Force and especially by the recommendation pertaining to standards. That recommendation is:

Standards

a. The task force recommends that the State Board, through the Department of Public Instruction, activate a program to strengthen enforcement of existing standards and statutory provisions pertaining to board-approved vocational programs. The following specific sections of the Iowa Code are cited in relationship to this reocmmendation: Sections 258.1, 258.9, 280A.1(5), and Chapter 289. The task force recommends that by 1985 Section 257.25(6)(h) be modified in the interest of compliance with the recommendations herein stated to read:

> A minimum of 10 programs of instruction in not less than five of the recognized vocational service areas, including but not limited to agriculture, distributive education, health, home economics, office occupations, and trade and industrial; or in not less than five of the recognized 15 occupational clusters including but not limited to: agribusiness and natural resources, business and office occupations, communication and media, construction, consumer and homemaking, environment, fine arts, and humanities.

b. The task force respectfully recommends that the Board promptly initiate a program to improve the quality of support services for vocational education programs for secondary-age students, including but not limited to the following: staff development, curriculum development; evaluation; guidance services including counseling, informational services, placement, and follow-up.

c. Further, the task force similarly recommends that the Board review the adequacy of existing facilities and equipment for vocational programs for secondary-age students and develop and implement a program of improvement to assure that all students have access to vocational programs in a satisfactory learning environment consistent with the job setting for gainful employment (Final Report of the Task Force on Vocational Education. Department of Public Instruction, Des Moines, Iowa. November 1979, page 43).

The other recommendations by the Task Force can be summarized as: 1) provide diversity, access, and responsiveness to need; 2) improve planning; 3) achieve greater utilization of jointly administered program delivery systems; 4) achieve greater utilization of all appropriate community resources; 5) improve articulation; 6) encourage student organizations; and 7) study equitable funding approaches and provide quality and efficiency of offerings.

Objectives for the Standards Committee

Four objectives were specified for the Standards Committee.

1. Collect and study existing standards and statutory provisions pertaining to board-approved vocational programs as directed in the Task Force report.

2. Ascertain changes and/or additions needed to assure quality programs for students of vocational education in Iowa.

3. Prepare a document that specifies the standards for quality vocational education programs in Iowa.

4. Provide recommendations for implementation of the standards.

In his charge to the Committee, Robert D. Benton, State Superintendent of Public Instruction, asked the group to:

1. Establish standards by which the quality of vocational endeavors in Iowa can be judged.

2. Write standards that have the flexibility necessary to maintain the attributes which have been the hallmark of vocational education in Iowa over the years.

3. Develop standards that are applicable to secondary, postsecondary, and adult vocational education programs.

4. Establish standards that will accommodate the expanded role of vocational education including retraining, a changing society, and diverse populations.

The Committee accepted his charge, and each standard was judged to meet these four characteristics.

Goal of Vocational Education

The Committee was guided in its deliberations by the following philosophy of vocational education.

Vocational education is a vital part of American education. Its fundamental purpose is two-fold:

1. To provide those persons who so desire with skills needed for employment.

2. To contribute to the economic base of the nation by preparing people for the world of work.

To fulfill this purpose, vocational education seeks to provide learning opportunities that meet the learner's career development needs, meet labor market needs of society, increase employment options available to each learner, and serve as a motivating force to enhance all types of learning.

Because this philosophy statement undergirds the standards, it has been repeated on page 4 to provide the frame of reference for the standards which follow. Each local education agency will need to supplement this broad goal statement with a more specific one which meets the unique characteristics and needs of the community and its learners. In this document local education agency (LEA) refers to a legally constituted school authority having administrative control of a secondary school district, a merged area school, or an area education agency in Iowa.

Purposes of Standards

Standards serve as a model for excellence. This purpose is clear in the definition of "standard":

A standard is a broad, descriptive statement consisting of qualitative and quantitative characteristics, established by authority and used as a model for the assessment of the quality of existing programs and for development of new programs.

Characteristics of the Standards

The standards included in this document were developed for those aspects of vocational education that are common to all programs in Iowa regardless of service area, occupational cluster, or educational level. They are to be supplemented by and used in conjunction with standards specified for each traditional service area or occupational cluster.

Standards are included for each of the following topics:

1. Program Offerings
2. Evaluation
3. Instructor Load
4. Funding and Finance
5. Advisory Councils and Advisory Committees
6. Staff
7. Vocational Student Organizations
8. Facilities and Equipment
9. Written Programs of Instruction and Courses of Study
10. Staff Development

The Committee believed that the standards had to have certain qualities if they are to serve their purpose and if excellence in vocational education is to be achieved in Iowa. Therefore, each standard and its accompanying indicators of meeting the standard reflect the following characteristics:

Goal of Vocational Education. Each standard contributes substantially to the overall goal of vocational education and is essential to attainment of this goal.

Applicable to All Programs and Levels of Vocational Education. The standards were designed for use with secondary, postsecondary, and adult vocational education programs of different duration, breadth, and depth -- from a short, intensive program such as retraining adults for a specific skill to full-time programs such as agriculture at the secondary or post secondary level.

Meet the Needs of Diverse Learners. The Committee was very conscious of the necessity of meeting the needs of all learners and of assuring that all people have equity of access to quality vocational education programs. Where appropriate, specific indicators that focus on equity of access and meeting the needs of the handicapped, learners from different cultures, both sexes, and other targeted populations are listed with the standard.

Appropriate for Use by Various Groups, at Different Times, and in Diverse Settings. The standards and indicators were written so that they can be used by different groups, such as the staff and advisory councils and committees of the local education agency, Department of Public Instruction personnel, or external reviewers. They are appropriate for evaluating existing programs and they may be used when a new program is being developed. The standards and indicators can be used effectively by a variety of educational agencies -- rural,urban, small, large.

Accommodate Changes in Society, Education and the World of Work. Because society and its institutions are changing constantly, the standards and indicators in most instances were written as broad statements that are flexible and can accommodate most changes.

How to Use the Standards. The standards in this document focus on those aspects of vocational education that are common to all programs in Iowa. They must be used in conjunction with the standards for each specific service area or occupational cluster if a complete analysis of vocational education in a community is to be obtained.

A single standard was written for each of the topics listed in the preceding section. Each standard is accompanied by a number of statements for indicating if the standard has been attained. A rating scale is included with each indicator for checking if the particular attribute being evaluated meets the standard, exceeds the standard, or does not meet the standard. Space for noting observations and for making recommendations is included with each indicator.

The following example illustrates how the standards are to be completed.

Example

		Exceeds Standard	Meets Standard	Does Not Meet Standard
Standard:	A written description for each program of instruction and a written course of study for each course included in the vocational education program are on file.			
Indicators of meeting the Standard:	Course of Study			
	1. A written course of study is developed and on file for each course included in the program of instruction.			
	*Observations: A written course of study is on file for every course taught during the past five years.			
	*Recommendations: Continue the present practice.			
	. . . . .			
	5. Each course of study reflects a multicultural, nonsexist approach and shows that the needs of all learners, including the disadvantaged, handicapped, and other targeted populations, are addressed.			
	*Observations: The course of study for automechanics does not address the needs of females; pronouns and illustrations are almost exclusively male. The reverse is true for the courses in clothing in home economics, with the courses of study reflecting a female orientation.			
	*Recommendations: Teaching materials, learning experiences and other aspects of both groups of courses must be examined for sexism.			

The ratings, observations, and recommendations will give an assessment of the extent to which each standard is met in the vocational education program as well as provide the information necessary for making a judgement about the overall quality of the program. It must be emphasized that summing the number of checks in each column is not appropriate because the standards are not of equal importance and the number and specificity of indicators vary among the standards. However, comparison of ratings over time is essential for determining if weaknesses have been corrected and for assuring that the quality of the vocational program has been maintained.

As noted earlier in this introduction, the standards can be used by local and external groups. Administrators, instructional and supervisory staff, the advisory council, and advisory committees in the local education agency will find the standards useful for evaluating and strengthening the total vocational educational program of the agency as well as for upgrading individual parts of that program. They also can use the standards as a model when developing new programs of instruction and for assuring that the program meets the needs of the community and students. External groups, such as personnel from the Department of Public Instruction and other outside reviewers, will find the standards beneficial for assessing the quality of the vocational education program within a specific community or for determining the quality of vocational education throughout the state.

Definitions

Certain terms have been used in a specific manner in this document; definitions of these terms are given on page 34. Users of the standards will need to refer to the definitions if an accurate assessment of the quality of the vocational education program under review is to be made.

Meeting the Standard on Program Offerings

Committee members were very cognizant that meeting this standard may require changes in the offerings of some schools. Meeting this standard may require adding programs of instruction or providing different delivery systems (see definitions). Examples of how schools could meet the standard were prepared to assure committee members that the standard was feasible. These examples are included in Appendix C.

Each example includes three programs of instruction, with one of the programs extending through grades 13 and 14 (technical program or community college) and two programs terminating at grade 12. These examples are included for illustrative purposes only, and they are not meant to exclude other techniques for assuring that learners have access to a diversity of programs of instruction within the vocational education program.

STANDARDS

Program Offerings

Exceeds Standard	Meets Standard	Does Not Meet Standard

Standard: The vocational education program offerings include a minimum of 10 programs of instruction representing at least 5 of the vocational service areas or 5 of the 15 occupational clusters, serve the needs of the persons enrolled in the local education agency, and reflect community needs.

Indicators of meeting the Standard:

1. The choice of offerings in the vocational education program is based on needs analyses, including interests and needs of learners; follow-up surveys; labor market information; recommendations from the board, administration, staff, and advisory council and/or committees; trends in society and education, including vocational education; and availability of resources.
2. Equity of access to the vocational education program offerings is assured.
3. The delivery system* is appropriate for the local education agency and the programs of instruction.
4. Activities to achieve vertical and horizontal articulation are evident in each program of instruction.
5. The delivery system, staffing (either locally or by contractual agreement), sequence of courses, and scheduling for each program of instruction enable learners to enroll in and complete the program.
6. Curriculum handbooks, catalogs, and schedules of courses show the presence of a minimum of 10 programs of instruction.

*See Definitions

Observations:

Recommendations:

Evaluation

Exceeds Standard	Meets Standard	Does Not Meet Standard

Standard: A systematic and on-going evaluation process is used to assess and improve all aspects of the vocational education program.

Indicators of meeting the Standard:

1. A complete evaluation of the effectiveness of the vocational education program is carried out every three years, and a less extensive evaluation is done annually.

2. Results of the one- and three-year evaluations are used to improve the vocational education program.

3. The evaluation process is comprehensive and includes assessment of the following:

   a. The utilization of advisory councils and committees in the planning process, including implementation of outcomes.
   b. Programs of instruction, including diversity of offerings, articulation, and written courses of study.
   c. Accessibility to programs, services, and activities for all learners.
   d. Achievement of learners in reaching stated objectives.
   e. Student organizations.
   f. The budget and the budgeting process.
   g. Qualifications and performance of supervisory, instructional, and support staff.
   h. Staff development.
   i. Instructor loads.
   j. Extended employment.
   k. Coordination activities.
   l. Facilities, equipment, supplies, and other resources.

	Exceeds Standard	Meets Standard	Does Not Meet Standard
m. Support services.			
n. Community resources, including work sites.			
o. Present and predicted job opportunities.			
p. Implementation of recommendations from previous evaluations.			
q. Classroom operation and teaching methodology.			
4. Follow-up surveys are an integral part of the evaluation process.			
a. One- and three-year surveys of former learners are completed to determine their current occupational and/or educational status.			
b. The follow-up process is clearly defined and provides for follow-up of graduates as well as persons terminating prior to completion of the program.			

Observations:

Recommendations:

Instructor Load

Exceeds Standard	Meets Standard	Does Not Meet Standard

Standard: The instructor's load facilitates excellence in teaching and fulfillment of other responsibilities for the vocational education program.

Indicators of meeting the Standard:

1. The load of the instructor is based on:
   a. Number and diversity of preparations.
   b. Number and characteristics of learners.
   c. Methods of instruction (e.g., lecture, laboratory, cooperative, individualized, small group).
   d. Facilities, equipment, and number of teaching stations in classroom and laboratory.
   e. Other assignemnts.
   f. Support services available.
2. Every member of the instructional staff has adequate time during the school day for preparation and planning.
3. The staff is employed a sufficient amount of time to fulfill the responsibilities unique to vocational education (coordination activities, collaborative relationships with business and industry, home visits, acquisition and maintenance of equipment, work with out-of-school youth and adults, and consultation with advisory committees).
4. When a cooperative method of instruction (school-work program such as on-the-job training, work experience) is used, sufficient and appropriate time is provided for its coordination.

	Exceeds Standard	Meets Standard	Does Not Meet Standard
a. The number and location of training sites, the number of persons enrolled, and other circumstances are considered when determining schedules of instructors.			
b. The instructor's time schedule allows for coordination and evaluation of learners at their training sites, conferences with training-site supervisors, and related classroom instruction.			

Observations:

Recommendations:

Funding and Financing

		Exceeds Standard	Meets Standard	Does Not Meet Standard
Standard:	The vocational education program is supported by an annual board-approved budget that supports a quality program and that is based on program needs and number of learners.			
Indicators of meeting the Standard:	1. The budget is sufficient to provide the various resources required for a quality vocational education program.			
	2. The budget provides for staff salaries during the academic year, for extended employment, and for authorized staff development/continuing education activities.			
	3. The budget provides for staff travel according to local and state guidelines.			
	4. The budget provides for building, renovating, and maintaining the facilities.			
	5. The budget provides for acquisition and maintenance of equipment.			
	6. The budget provides for consumable supplies and materials of the quantity, quality, and kind necessary for the enrollment, types of programs of instruction, and methods of instruction.			
	7. The budget provides the resources necessary for developing and implementing new courses and/or programs of instruction.			

	Exceeds Standard	Meets Standard	Does Not Meet Standard
8. The vocational education staff, advisory council, and/or advisory committees have input during the development of the budget.			
9. The instructional and supervisory staff assists in determining the use of program funds.			
10. Appropriate and accurate financial records are maintained for all parts of the vocational education program (each program of instruction, salaries and extended employment of the staff, travel, staff development and activities, facilities, equipment, program development, and supplies and materials).			

Observations:

Recommendations:

Advisory Council and Advisory Committees

Exceeds Standard	Meets Standard	Does Not Meet Standard

Standard: Educational agencies that maintain a school, department, or program of vocational education shall have a general vocational advisory council and a program advisory committee for each program of instruction, service area, or occupational cluster.

Indicators of meeting the Standard:

Advisory Council

1. Organization of the advisory council by school, educational agency or area is based on the characteristics and needs of the community and its educational institutions.

2. The advisory council is comprised of persons representing all facets of the employment community; the membership also includes persons who represent those sectors which have concern about the human development of the individual and the economic development of the community.

3. The advisory council has adequate representation of both sexes and proportionate representation of the disadvantaged, ethnic groups, handicapped learners and, when appropriate, parents.

4. Appointments to the advisory council are made by official action of the administration and/or board.

5. Vocational education staff members serve only in an ex officio capacity.

6. Each member of the advisory council is provided with a handbook containing background information and specification of members' responsibilities.

	Exceeds Standard	Meets Standard	Does Not Meet Standard
7. The advisory council operates according to established guidelines and with elected officers who provide effective leadership for the group.			
8. The advisory council holds a minimum of two meetings per year.			
9. The advisory council follows a planned agenda; minutes for each meeting are filed with the educational agency and distributed to members prior to the next meeting.			
10. The advisory council gives advice and makes recommendations for the establishment or termination of programs, and for the improvement of schools, departments, and classes for vocational education. These recommendations are based on area employment trends, learner interests, commuting and migration patterns of graduates, employment history of graduates, availability of finances and other resouces, and economic development plans of the community and state.			
11. The recommendations of the advisory council are submitted to the administration and/or board.			
<u>Advisory Committees</u>			
1. Organization of each advisory committee by program of instruction, service area, or occupational cluster is based on characteristics and needs of the school, community, occupation, and program.			

	Exceeds Standard	Meets Standard	Does Not Meet Standard
2. Each advisory committee is comprised of persons representing all facets of the employment community for the the respective occupation or service area; the membership also includes persons who represent those sectors which have concern about the human development of the individual and the economic development of the community.			
3. Each advisory committee includes learners and, when appropriate, parents. If possible, each committee includes adequate representation of both sexes and proportionate representation of the disadvantaged, ethnic groups, and handicapped.			
4. Appointment to an advisory committee is made by official action of the local education agency administration and/or board.			
5. Vocational education staff members serve only in an ex officio capacity.			
6. Each member of an advisory committee is provided with a handbook containing background information for the specific committee as well as information on responsibilities of members.			
7. Each advisory committee operates according to established guidelines and with elected officers who provide effective leadership for the group.			
8. Each advisory committee holds a minimum of two meetings per year.			
9. Each advisory committee follows a planned agenda; minutes for each meeting are filed with the educational agency and distributed to members prior to the next meeting.			

Exceeds Standard	Meets Standard	Does Not Meet Standard

10. Each advisory committee gives advice and makes recommendations for improvement of the respective program of instruction, service area, or occupational cluster, for upgrading the technical skills of the staff, and for meeting the supplemental educational needs of employed workers. These recommendations are based on reviews of curricula; teaching projects or activities; facilities, equipment, and supplies; related instructional materials; support services; follow-up surveys of former enrollees; and available finances and resources.

11. Recommendations of each advisory committee are submitted to the local education agency administration and/or board.

Observations:

Recommendations:

Staff

Exceeds Standard	Meets Standard	Does Not Meet Standard

Standard: The staff is professionally and technically competent to provide a quality, comprehensive vocational education program.

Indicators of meeting the Standards:

Program Supervisory Staff

1. The program supervisory staff meets established state and local requirements for educational preparation, degrees, evidences of competence, experience, and certification.

2. The program supervisory staff has the professional competencies, experience, and personal qualities necessary to provide positive leadership and supervision of the vocational education program.

3. The program supervisory staff provides effective leadership and supervision of personnel in the vocational education program.

4. The program supervisory staff provides effective administration of the vocational education program, including the following: organization and management of the program, budgets, facilities, and equipment; curriculum development; evaluation; staff development; use of community resources; collaborative relationships with business, industry, and labor; and public relations.

5. The program supervisory staff is sensitive to the needs and abilities of individual learners and assures that all learners have equity of access to a quality vocational education program.

	Exceeds Standard	Meets Standard	Does Not Meet Standard
6. The program supervisory staff interprets the vocational education program and provides relevant information to policy makers and others responsible for or concerned with the program.			
7. The program supervisory staff exhibits an understanding of the philosophy of vocational education and promotes the philosophy of the local education agency.			
8. The program supervisory staff stays current in education, including vocational education, trends in society, and administration/supervision, through a planned program for self-evaluation, staff development, and other continuing education activities.			
9. The program supervisory staff exhibits professionalism through active participation in professional and technical organizations related to vocational education.			
<u>Instructional Staff</u>			
1. The instructional staff meets established state and local requirements for educational preparation, degrees, evidences of competence, experience, and/or certification.			
2. The instructional staff has the professional preparation, technical competencies and experience necessary to plan, organize, direct, and evaluate learning activities in the assigned teaching area.			
3. The instructional staff is sensitive to the needs and abilities of individual learners and uses practices that motivate learners to maximum performance.			

	Exceeds Standard	Meets Standard	Does Not Meet Standard
4. The instructional staff facilitates learning through instructional activities, curriculum development, evaluation of learners and the program. The instructional staff also facilitates the use of community resources; collaboration with business, industry and labor; and management of the instructional program, equipment, and facilities.			
5. The instructional staff provides positive leadership in the classroom and school.			
6. The instructional staff interprets the vocational education program and provides relevant information to administrators, teachers, policy makers, the public, and others concerned with vocational education.			
7. The instructional staff exhibits an understanding of the philosophy of the local education agency.			
8. The instructional staff stays current in subject matter content, pedagogy, trends in society, and education, including vocational education, through a planned program for self-evaluation, staff development, and other continuing education activities.			
9. The instructional staff exhibits professionalism through active participation in professional and technical organizations related to vocational education as well as in the subject matter area.			

	Exceeds Standard	Meets Standard	Does Not Meet Standard
Support Staff			
1. The support staff contributes to the vocational education program by providing specialized skills or resources and by supplementing and/or assisting the instructional and supervisory staff in conducting the vocational education program.			
2. The support staff meets any appropriate state and local requirements for educational preparation, degrees, evidences of competence, experience, and/or certification.			
3. The support staff is sensitive to the needs and abilities of individual learners.			
4. The support staff promotes the philosophy of the local vocational education program and staff.			
5. Where appropriate, the support staff assists with interpretation of the vocational education programs.			
6. Where appropriate, the support staff participates in staff development and continuing education programs.			

Observations:

Recommendations:

Vocational Student Organizations

Exceeds Standard	Meets Standard	Does Not Meet Standard

Standard: Active student organization(s) are in an integral part of the vocational education program.

Indicators of meeting the Standard:

1. Vocational student organizations fulfill the following functions: complement and enrich the curriculum; implement the goals and objectives of the vocational education program; develop leadership and employability skills in members; meet the needs and interests of members, including disadvantaged, handicapped, males and females, and those from different cultures; utilize resources in the community; and contribute to school/community relationships.

2. The instructional and supervisory staff and the administrators are supportive of the vocational student organizations.

3. Resources are adequate to achieve the goals and conduct the activities of the vocational student organizations.

Observations:

Recommendations:

Facilities and Equipment

		Exceeds Standard	Meets Standard	Does Not Meet Standard
Standard:	Classrooms, laboratories, equipment, and supplies required to attain the goals and competencies specified for the vocational education program are provided.			
Indicators of meeting the Standard:	1. Classrooms, laboratories, and other facilities are adequate in size and arrangement for the enrollment, methods of instruction, and kind of equipment.			
	2. Classrooms, laboratories, and equipment are up-to-date and reflect current developments in the specific instructional program/occupation.			
	3. Equipment, facilities, and other resources in the community are used if appropriate and needed for achieving the objectives of the program.			
	4. Classrooms and laboratories are arranged and equipped to facilitate attainment of competencies specified for learners as well as the methods of instruction (e.g., large and small groups, demonstrations, individualized activities, "hands-on" experiences).			
	5. Classrooms, laboratories, and equipment are in compliance with current laws, rules and regulations applicable to Iowa such as the Iowa Occupational Safety and Health Act.			
	6. Classrooms, laboratories, and equipment are accessible to and functional for the handicapped.			
	7. All equipment is operated correctly and in a safe manner.			

	Exceeds Standard	Meets Standard	Does Not Meet Standard
8. A plan for systematic maintenance of classrooms and laboratories is on file and followed.			
9. A plan for systematic maintenance and replacement of equipment is on file and followed.			
10. Materials and supplies are provided in sufficient quantity for teaching and for learners to attain the competencies specified for the vocational educational program.			

Observations:

Recommendations:

Written Programs of Instruction and Courses of Study

Exceeds Standard	Meets Standard	Does Not Meet Standard

Standard: A written description for each program of instruction and a written course of study for each course included in the vocational education program are on file.

Indicators of meeting the Standard:

Description for Program of Instruction

1. A written description is developed and on file for each program of instruction included in the vocational education program.
2. The description includes the general objectives, sequence of courses, prerequisites, and recommended electives.
3. The description shows that the program of instruction includes job specific skills, job-seeking skills, job-maintaining skills, and appropriate related skills in such areas as mathematics, communications, science, and social sciences.
4. The description for the program of instruction is based on current research, needs analyses, and recommendations from the advisory council and advisory committee.
5. The description shows that the program of instruction addresses the needs of all learners, including the disadvantaged, handicapped, and other targeted populations, and that the program reflects a multicultural, nonsexist approach.
6. The description is evaluated every three years and revised as needed.

Exceeds Standard	Meets Standard	Does Not Meet Standard

Course of Study

1. A written course of study is developed and on file for each course included in the program of instruction.

2. Each course of study includes general and measurable objectives, appropriate instructional activities, current and accurate content, relevant resources, and suitable evaluation criteria and procedures.

3. Each course of study is based on current research, needs analyses, and recommendations from the advisory committee.

4. Each course of study is based on validated competencies, evaluated annually, and revised as needed.

5. Each course of study reflects a multicultural, nonsexist approach and shows that the needs of all learners, including the disadvantaged, handicapped, and other targeted populations, are addressed.

Observations:

Recommendations:

Staff Development

		Exceeds Standard	Meets Standard	Does Not Meet Standard
Standard:	A planned staff development program is provided supervisory, instructional and support staff in the vocational education program.			
Indicators of meeting the Standard:	1. The staff development program includes a variety of learning experiences, such as courses for credit, on-the-job and other work experiences, workshops, and professional meetings, as well as activities and programs provided by the local education agency.			
	2. The staff development program includes updating in methods, curriculum, evaluation, subject matter content, vocational education, characteristics of learners, equipment and facilities, changes in the occupation, and trends in society and education.			
	3. Specific activities included in the overall staff development program and the programs for individual staff members are based on needs of the staff and learners; the goals of vocational education, the program and the school; changes in work/technical areas, the community, society, and education; and labor market information.			
	4. The overall staff development plan and the short and long range plans for individual staff members are on file and are evaluated annually.			
	5. Every staff member is provided with sufficient released time to participate in approved, relevant staff development activities.			

	Exceeds Standard	Meets Standard	Does Not Meet Standard
6. Adequate funds are provided to achieve the goals specified in the staff development plan.			
7. Personnel for staff development activities are qualified through educational preparation and/or experience to teach, conduct, and/or supervise the particular program, workshop, course, conference, or work experience.			

Observations:

Recommendations:

APPENDICES

A. MISSION STATEMENT

B. GLOSSARY

C. EXAMPLES

Appendix A

MISSION STATEMENT

THE COMMITTEE ON STANDARDS FOR DEVELOPING
QUALITY VOCATIONAL EDUCATION PROGRAMS

The Standards Committee is one of the three state-wide committees appointed by the Department of Public Instruction. The complete mission statement of this committee is: To review existing standards and recommend program standards for vocational education in Iowa.

The objectives of the committee are:

1. Collect and study existing standards and statutory provisions pertaining to State Board-Approved vocational programs, as directed in the Final Report of the Task Force on Vocational Education.

2. Ascertain needed changes and/or additions to assure quality programs for students of vocational education in Iowa.

3. Develop recommended standards for quality vocational education programs serving secondary, postsecondary, and adult learners, said standards to serve as a basis for:

   a. evaluating programs,
   b. developing and approving new programs, and
   c. providing a basis for the implementation of equitable funding recommendations.

4. Recommend steps for the implementation of recommended standards.

The Standards Committee will utilize the following definitions in the achievement of its mission:

Standards - A broad descriptive statement consisting of qualitative and quantitative characteristics, established by authority and used as a model for the assessment of the quality of existing program and for development of new programs.

Vocational education - Organized educational programs which are directly related to the preparation of individuals with employability and job-specific skills required for paid or unpaid employment, said skills development being provided by educational programs in which the requirements of a baccalaureate degree are not necessary for initial employment and/or further specialized training.

Secondary Student - Any student enrolled in a secondary vocational program.

Postsecondary Student - Any student enrolled in a preparatory program that offers an Associate or other degree below the baccalaureate degree.

Adult Student - Vocational students who have completed or left high school and who are enrolled in programs other than postsecondary preparatory.

The following parameters will guide the Standards Committee during the accomplishment of its mission. Program standards address three levels:

Level I - standards identified/included in laws and/or rules, e.g. "a minimum or 10 programs of instruction in not less than five of the recognized vocational service areas....."

Level II - standards that are descriptive of the factors needed to carry out provisions of the law, e.g. certification.

Level III - standards that are specific to the various vocational service areas, e.g. consumer and homemaking, occupational homemaking, (number of hours of occupational experience).

This committee, however, will address LEVELS I and II, only.

Appendix B

GLOSSARY

Advisory Committee - A committee representing business and industry, learners, school, and, when possible, parents, which is organized for each program by school boards for the purpose of giving advice for program development and improvement.

Advisory Council - A council representing business, industry, labor, community, students, school, and parents, which is organized by school boards for the purpose of giving advice concerning the overall effort of vocational education provided by the school district. The local advisory council may include members of each craft/program advisory committee or other special committees to provide cohesiveness to the total programming needs of the agency. This council is utilized by the school in developing the annual plan for providing vocational education programs, services, and activities.

Apprenticeship - A program through which learners develop manipulative skills and technical or theoretical knowledge for competence in skilled occupations through on-the-job work experiences and related information in the classroom under the terms and conditions of apprenticeship, which are regulated by federal, state, and local agreements and statutes.

Awareness - Programs through which the learner becomes cognizant of personal attributes and attitudes and develops understandings of and appreciations for self, the worker, and the world of work.

Cooperative Method of Instruction - A method of delivering vocational education for persons who, through written cooperative arrangements between the school, and employers, receive financial compensation in conformity with federal, state, and local laws and receive required academic and related vocational instruction by alternation of study in school with a job in an occupational field, these experiences being planned and supervised by the school and employers so that each contributes to the learner's education and employability.

Curriculum - All learner experiences that take place under the guidance of the school. Also, the school-recognized learning experiences of any learner and the arrangement of a course or group of courses to be taken by groups of learners having a common objective.

Course - Specifically organized learning activities in which a learner enrolls during a single period.

Delivery System - Means for providing educational experiences. Delivery of vocational education in Iowa is accomplished through several arrangements, such as comprehensive high school, merged area school, vocational center, comprehensive vocational-technical high school, and jointly administered program centers.

Disadvantaged - Persons who have economic or academic disadvantages and require special services, assistance or programs in order to succeed in vocational education programs. Their family may have poverty-level income, be unemployed, or on welfare, or the individual may lack reading and writing skills, mathematical skills, or perform below grade level.

Displaced Homemakers - Persons who have been full time homemakers but because of dissolution of marriage, death or disability of spouse, must seek employment.

Economically Depressed Areas - Areas with high unemployment rates as identified by Job Service of Iowa. Local education agencies within counties or metropolitan areas whose unemployment rate exceeds the state average will be considered by the Iowa Department of Public Instruction as being in an area of high unemployment. Local education agencies which document an inability to provide resources for vocational programs will also be considered to be in economically depressed areas.

Educational Program - The entire offering of the school, including the out-of-class activities, and the arrangement or sequence of subjects and activities. It may be referred to as the program of studies and activities.

Employability Skills - Those skills and attributes including entry level skills that are required to gain and hold employment. They include detailed skills such as resume writing and job interviewing, as well as general skills in job search, and, perhaps most important for labor market success, work adjustment skills and attributes such as developing self-motivation, arriving at work on time, working with others, and getting along within the authority structure.

Equity of Access - Equal opportunity for admission to vocational education programs.

Exploratory Program - Programs through which the learners broaden their knowledge of self, the world of work, and occupational clusters and investigate in depth selected job opportunities in several occupational areas of interest to them.

Extended Employment - The amount of time and the amount of dollars paid to a vocational instructor for additional days of employment beyond those of the base contract offered to teachers in the district for the purpose of meeting the vocational education objectives of the program.

Handicapped - Persons who are mentally retarded; hard of hearing; deaf; speech impaired; visually handicapped; seriously emotionally disturbed; orthopedically impaired; or other health impaired persons or persons with specific learning disabilities; and who by reason thereof require special education and related services, and who, because of their handicapping condition, cannot succeed in the regular vocational education program without special educational assistance or who requires a modified vocational education program.

Jointly Administered Programs - Programs in which two or more educational agencies having an agreement to administer instructional program(s) and supportive services to serve learners by sharing educational personnel, curriculum, facilities, and other resources important to educational achievement of students.

Local Education Agency (LEA) - A legally constituted local school authority having administrative control and direction of a secondary school district or a public educational institution or agency having administrative control and direction of a vocational education program (merged area schools and area education agencies).

Occupational Clusters - Grouping of somewhat similar occupations in a systematic way. The 15 suggested occupational clusters are: Marketing and Distribution, Personal Services, Public Service, Transporation, Agri-Business and Natural Resources, Communications and Media, Construction, Consumer and Homemaking Occupations, Fine Arts and Humanities, Environment, Health Occupations, Hospitality and Recreation, Manufacturing, Marine Science, and Business and Office.

Offering - A general reference to any one of a number of organized activities provided by an educational agency. The activity could be a service (e.g., counseling), special project (e.g., research, exemplary, curriculum development), a course, a program, or a service area.

Preparatory - Instructional activities and experiences designed to provide opportunities for individuals to develop competencies and skills for entry or re-entry into an occupation or occupational cluster.

Program of Instruction - A course or sequence of courses that includes learning activities identified to be essential to address directly the development of general employability and job specific skills.

Service Area - General reference to the activities, special projects, courses, or programs in a broad area of related job areas such as agriculture, home economics, office education, health, marketing and distributive education, and industrial education.

Special Needs - Supportive, modified, or special activities designed to develop the abilities of disadvantaged and handicapped students to their potential and enable them to participate successfully in a regular vocational program of their choice.

Staff - Individuals employed primarily for the following purposes:

a. program supervision - coordinating and/or supervising the instructional staff(s) in a vocationally approved program, occupational or a cluster.
b. instruction - performing instructional activities in the vocationally approved instructional program.
c. support of instructional and supervisory staff - assisting the supervisory staff and/or instructional staff in the implementation of the vocationally approved program(s). Support also includes those individuals providing services in areas such as student recruitment, advisement, placement and follow-up.

Standard - A standard is a broad, descriptive statement consisting of qualitative and quantitative characteristics established by authority and used as a model for the assessment of the quality of existing program and for development of new programs.

Support Services - Any individual, group or agency that provides a special function or special service for furthering the goals of the program, for example:

a. Guidance/counselor
b. Special needs
c. Related subjects
d. Educational aides
e. Personnel development coordinator

Vocational Education - Organized educational programs which are directly related to the preparation of individuals with employability and job specific skills required for paid or unpaid employment, said skills development being provided for by educational programs in which the requirements of a baccalaureate degree are not necessary for initial employment and/or further specialized training.

Vocational Objectives - The intended occupational outcome of training and other preparation as stated by the learner or by the objectives of the instructional program.

Vocational Supplementary - Instructional course(s) for persons who have already entered the labor market and who wish to obtain skills necessary for upgrading or advancing in their occupation.

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Appendix C

EXAMPLE

THREE PROGRAMS[a] OF INSTRUCTION IN HOME ECONOMICS

Grade	Food Service	Child Care & Human Service	Inter. Decoration/Home Furn.
12	Immediate Employment or Post-Secondary Ed. or University	Immediate Employment or 120 hour short term Adult Homemaker Home Health Aide Services Course, then Employment. or Post Secondary Ed. or University	Immediate Employment or 2 Yr. Post Secondary Ed. (Survey of Interiors I, II, III; Home Furnishings I, II; Textiles; Fl. Drawing; Window Treatments; Kitchen & Bath Plan.; Color in Interiors; Interior Analysis & Design; Decorative Accents.; Design Related Business; Internship & Seminar or University
11	Human Care Ser. and Related Instruction & Work Exper. and Home Economics Elective or Family Living & Parenthood or Basic Aspects of Aging	Human Care Ser. and Related Instruction & Work Exper. and Home Economics Elective or Family Living & Parenthood or Basic Aspects of Aging	Home Furnishings and Related Instruction & Work Exper. and Home Economics Elective or Housing & the Environment or Advanced Home Furnishings
10	Child Development and Family Living & Parenthood or Basic Aspects of Aging or Home Economics Elective	Child Development and Family Living & Parenthood or Basic Aspects of Aging or Home Economics Elective	Home Furnishings and Housing & the Environment or Home Economics Elective
9	Consumer Economics and Management and Basic Foods & Nutrition	Consumer Economics and Management and Basic Foods & Nutrition	Basic Textiles and Clothing

Comprehensive Home Economics (semester or year)
and/or
Personal Development and the World of Work[c]
(Interpersonal relationships; management of time, money, energy, and other resources; careers; decision-making; employability qualities and skills)
(semester or year)

[a]The three programs can be provided in a secondary school with only one home economics teacher by: 1) using semester courses for grades 10, 11 and 12; and 2) offering the specialized courses (grades 11 and 12) on an alternative year basis.

[b]Technical program or community college.

[c]This course is appropriate for all students in vocational education and could enroll students from other programs of instruction.

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EXAMPLE

PROGRAM OF INSTRUCTION IN AGRICULTURE EDUCATION

Grade	Agribusiness	Production Ag.	Ag. Mechanics	Horticulture
13 & 14	Immediate employment and Young Farmer or Adult Farmer programs, or 2-year Post Secondary Education or 4-year Post Secondary Education.			
12	• Business Procedures & Record Keeping Job Application & interview Human relations Communication skills Merchandising & Advertising Ag. sales	• Farm business organization Records & record analysis Credit & money management Risk management Market management Machinery management Labor management Estate planning Farm safety	• Farm power & machinery operation & maintenance Advanced arc welding Farmstead planning Service center & structures Storage & materials handling	• Landscaping Human relations Horticulture sales Business procedures Garden center management
11	• Chemical, fertilizer, and seed sales and service Farm equipment, hardware, lumber, petroleum, and TBA sales & service (tires, batteries and accessories)	• Soil properties & management Fertilizers Plant growth Corn & soybean production Oat & small grain production Crop pest identification & control	• Electricity - wiring, controls & motors Oxyacelytene welding & cutting Small gas engines Advanced carpentry & wood construction Concrete & concrete masonry	• Fruit & vegetable production Horticulture mechanics Floriculture Arboriculture
10	• Livestock management Livestock feed and animal health industry	• Animal nutrition Animal breeding Beef production & management Swine production & management Sheep production & management Dairy production & management House husbandry	• Basic carpentry & wood construction Welding & metals Making and reading working drawings Farm safety	• Horticultural plant classification & growth Greenhouse management Diversified farming - horticulture crops Turf & landscape management Nursery operation
9	Agriculture Science (year) Units of basic instruction in Agribusiness, Production Agriculture, Horticulture, Agriculture Mechanics, Supervised Occupational Experience (SOE), and FFA.			
8	Exploratory Agriculture (9 weeks) Suggested topics of instruction include agricultural careers, parliamentary procedure, germination and photosynthesis, soil sampling, terrariums, landscaping, care of young livestock, selection of livestock, meat cuts, concrete, telephone use, check writing, farm & tractor safety, painting, soil & water conservation, gardening - fruit & vegetables, and computers in agriculture.			

* Instructional program consists of two semester courses which should include Supervised Occupational Experience (SOE), SOE record keeping, FFA, and Computers in Agriculture. Unit topics which may be included in the instructional program are listed in the chart above.

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EXAMPLE

PROGRAM OF INSTRUCTION IN HEALTH OCCUPATIONS EDUCATION

Post-Secondary Opportunities	A. HOE programs at the area schools including short-term preparatory, certificate and degree	B. College and university programs, including professional programs at the baccalaureate and post-baccalaureate level
Grade 12	Employability skills for: (1) Nurse Aide/Orderly, (2) Ward Clerk, (3) Geriatric Aide, and Homemaker/Home Health Aide (may be taken concurrent with Applied Life and Physical Sciences)	
Grade 11	Option I	Option II
	Applied Life and Physical Sciences, e.g., Biology, Chemistry and Physics	Communication Skills Employability Skills Ethics and Stress Management
Grade 10	Health Care Orientation and Exploration Career Development: Contemporary Health Careers	
Grade 9	Human Development and Personal Relations Introduction to Careers in Vocational Education	

PROGRAM OF INSTRUCTION IN BUSINESS

Year/ Grade				
				2 or 4 yr. Major in Account.; Bus. Admin. Bus. Ed.
Post-Secondary	Secretarial	Administrative Support (Clerical)	Marketing	Accounting
	Word Processing Office Procedures Shorthand II Records Management	Business Clerical Office Procedures	Management Entrepreneurship Co-op Related Co-op Work Experience	Accounting II Economics
	Accounting I or Recordkeeping Shorthand I	Accounting I or Recordkeeping Data Processing	Retail Merchandising Economics Advertising Display Selling	Data Process. Accounting I Consumer Economics
	Typing III		Principles of Marketing	
	B U S I N E S S C O M M U N I C A T I O N S			
	I N T R O D U C T I O N T O C O M P U T E R S			
	B U S I N E S S M A T H A M E T I C S			
	I N T R O D U C T I O N S T O B U S I N E S S			
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EXAMPLE

PROGRAM OF INSTRUCTION IN INDUSTRIAL EDUCATION WHICH LEADS TO AN EMPLOYABLE SKILL

. Tool and Die . Mechanical Tech . Industrial Engr. . Mechanical Engr.	. Construction Tech . Specific Bldg. Trades . Construction Engr. . Civil Engr.	. Electronic Tech . Laser Tech . Robotics . Electrical Engr. . Computer Engr.	. Aviation . Auto Tech . Auto Body . Auto Engr. . Aeronautical Engr.	. Drafting Tech . Printing . Design . Broadcasting . Arch. Engr.

TRADE AND INDUSTRIAL VOCATIONAL/TECHNICAL EDUCATION, POST SECONDARY, COMMUNITY COLLEGE/UNIVERSITY - Vocational/Technical courses will be offered at this level that will provide students with knowledge and skills in a specific industrial vocational or technical level occupation. These knowledge and skills will include but not be limited to: the understanding of the application of the basic and/or advanced academic skills, entry and advanced level job skills, employability skills, actual on-the-job work experience. The elective vocational/technical offered at this level varies in length to include the adequate knowledge and skills for employment.

POST SECONDARY - GRADES 13, 14, 15, 16 & OVER

Manufacturing	Construction	Energy and Power	Transportation	Communications
. Machine Shop . Welding	. Cabinetmaking . Carpentry	. Communication Electronics . Appliance Repair	. Automotive Mech. . Diesel Mech.	. Printing . Architectural/ Machine Draft. . Commercial Art

TRADE AND INDUSTRIAL VOCATIONAL ED. HIGH SCHOOL - Vocational Education courses will be offered at this level that will provide students with knowledge and skills in an occupational area within the industrial clusters of manufacturing, construction, communication, energy and power, and transportation. These knowledge and skills will include but not be limited to: the understanding of the application of the related basic academic skills, entry level job skills, employability skills, actual on-the-job work experience and an introduction to post-secondary vocational/technical programs. The elective vocational courses offered at this level may vary in length from 1-3 years. Some courses may be less than 1 year in length that includes adequate skills for employment.

HIGH SCHOOL - GRADES 11 & 12 - TRADE AND INDUSTRIAL VOCATIONAL EDUCATION

Manufacturing	Construction	Energy and Power	Transportation	Communications
. Metals . Plastics . Manufacturing . R & D	. Woodworking . Construction - Res. . Construction - Comm. . R & D	. Electricity/Electron. . Alternative Energy . Computers . R & D	. Small Engines . Aviation . Automotive . Diesel . R & D	. Photography . Drafting . Graphic Arts . R & D

INDUSTRIAL TECHNOLOGY HIGH SCHOOL - Introductory and in-depth exploratory courses will be offered at this level that will provide students with specific knowledge and experience in the industrial clusters of manufacturing, construction, communication, energy and power and transportation. This specific knowledge and experience will include but not be limited to an introductory and in-depth understanding of: material processing and testing, computer requirements and application, research & dev., secondary & post-secondary career opportunities, and the purchasing, use & repair of various products produced by industry. The courses at this level may vary in length from 9-36 weeks and be required or elective depending upon the curriculum design of each school district.

HIGH SCHOOL - GRADES 9, 10, 11, & 12 - INDUSTRIAL TECHNOLOGY

Production	Energy & Power	Communications

INDUSTRIAL TECHNOLOGY MIDDLE SCHOOL/JR. HIGH - Exploratory Industrial Technology courses will be offered at this level that will provide students with general knowledge and experience in the broad Industrial Technological systems of production, energy and power, and communications. This knowledge and experience will include but not be limited to: industrial organization, the enterprise system, materials and processing, basic computer applications and career and consumer education. The courses at this level may vary in length from 6-18 weeks and may be required of all students or elective depending upon the curriculum design of each school district.

MIDDLE SCHOOL/JUNIOR HIGH SCHOOL - GRADES 6, 7, 8, & 9